DOCUMENT RESUME

ED 398 670 EC 304 962

AUTHOR	Larson, Katherine; Rumberger, Russell
TITLE	PACT Manual: Parent and Community Teams for School Success. ABC Dropout Prevention and Intervention Series.
INSTITUTION	California Univ., Santa Barbara. Graduate School of Education.; Minneapolis Public Schools, Minn.; Minnesota Univ., Minneapolis. Inst. on Community Integration.; Seattle Public Schools, Wash.; Washington Univ., Seattle. Coll. of Education.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	Dec 95
CONTRACT	H023K0001; H023K0011; H023K0017
NOTE	51p.; For related documents, see EC 304 963-966.
AVAILABLE FROM	Institute on Community Integration (UAP), University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive, S.E., Minneapolis, MN 55455 ($8).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adolescent Development; Adolescents; Agency Cooperation; *Community Involvement; *Dropout Prevention; Group Dynamics; *High Risk Students; Hispanic Americans; Intervention; Junior High Schools; Parent Associations; Parent Education; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Program Development; Program Implementation; *Social Support Groups; Teamwork
IDENTIFIERS	ABC Projects

ABSTRACT

This manual describes the PACT (Parent and Community Team) for School Success concept, which was developed from insights and techniques gained from three dropout and intervention projects with high-risk junior high school youth and families. PACT focuses on ways to initiate and maintain a group that meets frequently to create ongoing cohesive support for parents concerning issues of adolescent development, especially dropout prevention. Discussed in Part 1 are reasons why PACT is needed and examples of collaboration. Part 2 describes potential benefits of using PACT for youth, parents, schools, the community, and organizations. Part 3 provides material on how to organize a PACT group including information on basic team terms, different types of teams, recruiting team members, examples of building trust, and training guidelines. Part 4 presents suggested meeting topics in three areas: getting involved in a teen's schooling, guidin, and disciplining teens, and getting help and support from community resources. Part 5 provides resource lists that include organizations, brochures, catalogs, hot lines, federal agencies, parent training materials, and seminars and workshops. An appendix describes the three federal dropout prevention and intervention programs for youth in special education known as the ABC Projects: ALAS (Achievement for Latinos through Academic Success), the Belief Academy; and Check & Connect. Contains 39 endnotes. (CR)

ED 398 670

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PACT Manual: Parent and Community Teams for School Success

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
R. Bruininks
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Part of the ABC Dropout Prevention & Intervention Series prepared by ALAS, Belief Academy, and Check & Connect

Institute on Community Integration (UAP), University of Minnesota

Minneapolis Public Schools

Seattle Public Schools

University of California at Santa Barbara, Graduate School of Education

University of Washington, College of Education

EC304962

BEST COPY AVAILABLE

PACT Manual: Parent and Community Teams for School Success

Part of the ABC Dropout Prevention and Intervention Series

Published December, 1995.

Written by Katherine Larson and Russell Rumberger.
This product reflects the collective efforts of all project directors.
Publication design by Charles Gibbons.

The development of this publication was supported in part by the U.S. Department of Education, Office of Special Education Programs (OSEP), through grant numbers H023K0001 (ALAS), H023K0011 (Belief Academy), and H023K0017 (Check & Connect). The content and opinions expressed herein do not necessarily reflect those of the U.S. Department of Education, and no official endorsement should be inferred.

ABC Project Directors

ALAS

Katherine Larson, University of California, Santa Barbara
Russell Rumberger, University of California, Santa Barbara

Belief Academy

Eugene Edgar, University of Washington
Ernest Johnson, Seattle Public Schools

Check & Connect

Sandra Christenson, University of Minnesota
David Evelo, Minneapolis Public Schools
Mary Sinclair, University of Minnesota
Martha Thurlow, University of Minnesota

Project Officer and Funding Agent

Helen Thornton, U.S. Department of Education,
Office of Special Education Programs

To request additional copies or alternative formats, please contact:

Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
612/624-4512

Contents

Introduction

1 *How PACT Works*
2 *About This Manual*
3 *Examples of Family Situations*

Part One: Why PACT for Youth?

5 *Increasing School Success*
5 *PACT's Rationale*
8 *Everyone Can Help Teens*
9 *Examples of Collaboration*

Part Two: Potential Benefits of PACT

11 *Benefits for Youth*
11 *Benefits for Parents*
12 *Benefits for Schools*
12 *Benefits for Community*
12 *Benefits for Organizations*

Part Three: Organizing a PACT

13 *Basic Team Terms*
14 *Different Types of Teams*
16 *Gearing Up & Getting Started*
18 *Recruiting Team Members*
19 *Convenience & Benefits*
21 *Examples of Building Trust*
22 *Training Guidelines*

Part Four: Suggested Meeting Topics

24 *Getting Involved in a Teen's Schooling*
25 *Guiding & Disciplining Teens*
26 *Getting Help and Support from Community Resources*

Part Five: Resources

Appendix

42 *The Federal Initiative*

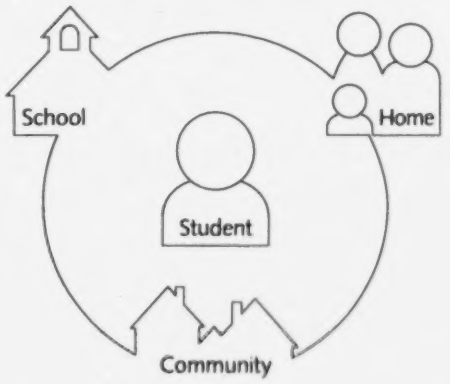
Introduction

The PACT for School Success concept and this manual were derived from the insights and knowledge gained by the three dropout and intervention projects referred to as the ABC Projects – ALAS, the Belief Academy, and Check & Connect – during five years of dropout prevention efforts with high-risk youth and families. PACT for School Success is a suggested application of insights and techniques the ABC projects found effective for engaging families of highest-risk youth. It's based on the notion that working with parents and sharing ideas and skills helps improve a youth's engagement with school as well as at home and in the community.

PACT's strategy is to use a convenient and effective format to promote school success by exchanging information about parenting issues, knowledge, and skills with parents and other family members of high-risk youth. PACT is also based on the idea that information and skills regarding educational support practices are most relevant and beneficial when parents have a sustained opportunity and forum to share insights, skills, and encouragement with a variety of community sources – including other parents.

How PACT Works

PACT is a way to initiate and maintain a group that meets frequently to create ongoing cohesive support for parents about issues related to adolescent development. Using this program, parents and adult family members not only advise and help each other in a sustained way, but are also supported by team members from the school and/or community who provide knowledge, resources, and encouragement. The name PACT, or *Parent and Community Team*, implies a commitment that adults will make a pact to work together, to be a team, and to overcome the problems youth of today face.



Each team consists of a *team facilitator* who starts the team and serves as a resource or organizer, *team parents* who are parents of teenagers, and *team associates* who are interested adults from the school or community. Each PACT has a sponsor which is usually a public or private organization that believes in the importance of parenting education and supports the team with donations, fundraisers, encouragement, recognition, and other resources.

PACT's tenets are understanding that 1) parents have valuable ideas and insights and should be viewed as resources; 2) parents and family members care about youths' educational and psychological progress but don't always have the knowledge or skills to demonstrate those beliefs and values; 3) it's very challenging and requires specific effort to make parent participation activities feasible so that support, knowledge, information, and skills can be provided; 4) economics, culture, and literacy influence child rearing and an individual parent's response to parent groups; 5) to improve school engagement

and positive educational experiences, parents need help with guiding their teen not just at school but within the home and community contexts as well, and; 6) certain knowledge, information, and skills are more important to parents of youth with disabilities and high-risk youth.

About This Manual

This manual was designed for a variety of uses: as a guide for schools and community organizations; as promotional material for individuals seeking funding to start a PACT group; and as a reference for administrators, parents, and community leaders seeking to address dropout issues. This manual explains:

- Why PACT for School Success is needed;
- Who receives benefits from being involved in support groups for parents;
- How an organization or individual – including schools, public agencies, employers, nonprofit service providers, health maintenance organizations, clubs, and places of worship – can start and maintain workshops for parents of teenagers;
- Topics of discussion and parent education of critical importance; *and*
- Resources like books, videos, parenting materials, and people to contact to learn more about how to promote parent education and home-school collaboration.

Additionally, Part 1 provides a more detailed rationale of why parent outreach – such as PACT teams – for families of high-risk teenagers is essential today and for America's future. The appendix contains a fuller description of each of the projects and the federal initiative that established them.

Likewise, this manual was written for a wide audience. First, for parents and individuals interested in youth with learning or behavioral difficulties, and second for any individual, group, or organization who is starting a parent support group or who is encouraging others to start such a group, particularly for parents of high-risk youth. This manual can also be used as a resource for ongoing parent education efforts. The following sections offer some examples of who might use this manual and how they might use it.

Educators

Teachers or administrators could use the manual to start a school-sponsored parent group or they may wish to distribute this manual as a way to encourage community organizations, businesses, and places of worship, to start parent groups in their school's neighborhood. Educators can also use this manual to identify topics of interest to parents or to find relevant publications and contacts listed in the "Resource" section.

Public Social Services Agencies & HMOs

As a way to reduce costs through prevention, staff of public agencies could use this manual to start agency-sponsored parent groups with their particular clients or the parents of their clients.

Judicial System and Police

As a way of enhancing public safety, crime prevention, and cost containment, these agencies could use this manual to sponsor parent groups for potential or actual adjudicated youth. Courts could also use this manual to sponsor mandated parent education programs.

Nonprofit Service Organizations

These organizations could use this manual to sponsor parent groups. As a public service, nonprofit organizations could distribute this manual to potential sponsors in order to recruit other agencies, individuals, and organizations to sponsor a parent group.

Parents

Parents might wish to start a parent support group and they could use this manual directly or give it to a potential facilitator or sponsor.

Examples of Family Situations

Each of the ABC Dropout Projects actively supported family participation and parent involvement as part of its prevention design, and although each approached parent involvement differently, the three projects developed many overlapping insights about helping parents to be actively involved in and support their adolescents' schooling and educational progress.

The ABC projects were successful in engaging parents and families who are traditionally under-represented in school involvement activities. Most families were living in extreme poverty, were headed by a single parent, had low literacy or English language skills, had high mobility, and experienced mental health and other health-related situations. The following are examples of family situations the ABC projects encountered.

■ The Richards Family

Mr. and Mrs. Richards are separated and share the custody of their three children. Carl is the oldest son and has been diagnosed as seriously learning disabled. Mrs. Richards doesn't work and doesn't have any steady source of income other than sporadic funds from her husband. She has no health care coverage and lives with a group of other women who all have children. Eight people live in the house. Mr. Richards has no visible sources of income but lives in a moderately well-furnished house in the central area of the city. Mr. Richards drives a new car. He has no health care coverage. Carl moves between the two houses, spending about three quarters of his time with his father. Carl's father is a high school graduate; the mother is a high school dropout. There are no extended family members in the area. Both parents have been hospitalized for drug treatment. They advocate for Carl but don't monitor his out-of-school activities. Both parents are caring but engaged in their own lives to the extent that they don't appropriately work with the school and other community agencies for Carl's best interests.

■ The Brown Family

William's mother supports William and herself on a monthly disability check and other social service programs. Several family members continually move in and out of the home, relying on William's mother for financial support. All of William's older siblings dropped out of school at sixteen, and at least one of the older brothers living at home is currently involved in the justice system and is on home monitoring. During the recent school year, William's family was evicted from their home of several years. The family has no personal means of transportation. Although several community agencies were working with them, the family became homeless for two months.

■ The Perez Family

Joe ostensibly lived with his mother and three younger siblings at a specific address. In reality, however, because they had no place of their own, Joe and his mother and siblings moved each night between various relatives' houses. Impromptu decisions about where Joe would sleep were often made in the evening based on which relatives had room that night. Very often Joe didn't sleep where his mother or siblings slept.

Joe was born to his mother when she was fifteen years old. Joe's father wasn't in the picture; he had been killed in a shooting incident shortly after Joe's birth. One of his younger siblings was in special education for a severe emotional disability.

When Joe was in the eighth grade, his mother was able to move into an apartment with Joe and his brothers and sisters. After paying rent and utilities for a two-bedroom apartment in a low-income neighborhood each week, all Joe's mother had left over from the welfare and social security money she received was fifteen dollars plus food stamps. The family's welfare stipend had been reduced because the mother had failed to meet the requirements of California's welfare-to-work program (go to school or get a job). The apartment had no furniture or beds but did have mattresses on the floor and a refrigerator and stove. However, when the first winter came with heavy rains, as a result of damage caused to the roof and walls by Joe's mother's brother some months before, the apartment leaked so badly that the carpets and mattresses became soaked and eventually mildewed. Joe's mother refused to apply for public housing because "the projects" were dangerous and crime-ridden and had a three-year waiting period to get in.

When Joe was a ninth grader, his mother disappeared for five days. When protective services was called to tell them that the four children were home alone, they wouldn't intervene because Joe was of "baby-sitting age." It turned out that the mother had been arrested and jailed and that the police had not thought to check to see if any unsupervised children were left at home. Community advocates tried to go to court to have Joe and the younger children removed from the mother but failed.

1

Why PACT for Youth?

There is an urgent need to increase school success. One of the major challenges facing America is reducing the number of students who fail to graduate from high school. Dropping out of school has disastrous effects on individual youth as well as on present day society and will be even more devastating to individuals and America's future when increased literacy and technical skills are required to remain competitive and maintain a democratic way of life. Research from the ABC Dropout Series[1] shows that parents and other adults can significantly enhance a youth's school engagement or reduce the likelihood of dropping out if specific actions are taken to help youth cope with the less than favorable conditions they may face in their families, communities, and schools. One of the ABC projects found that increasing a youth's achievement in school also reduces the risk that he or she will engage in self-destructive or antisocial behavior in the community. The PACT program is likely to help you and your organization enhance the lives of American teens by encouraging family members, educators, and community members to work together in an effort to promote positive school experiences for teens.

Today's teens and parents face more challenges and have fewer supports. As we approach the end of the twentieth century, an American child is:

- Killed by guns every two hours.
- Arrested for a violent crime every five minutes.
- Born to a teen mother every fifty-nine seconds.
- Born into poverty every thirty seconds.
- Born to an unmarried mother every twenty-six seconds.
- Abused or neglected every thirteen seconds.[2]

During the past two decades, more and more young people – especially from poor socio-economic backgrounds – have felt a catastrophic decline in the ability of their environments to provide adequate resources, support, and opportunities that are fundamental for growth and development into productive adulthood. These settings include school, the family, and the community. Within these contexts, of course, exist the influence of school resources, policies, and programs; family configuration, income, education, and functionality; neighborhood; peers; health and mental health resources; the juvenile justice system; and the resources for transition into the world of work.

PACT's Rationale

Demographic changes in the United States are increasing the number of persons who traditionally are more likely to drop out of school: youth with disabilities,[3] minorities, poor children, and children living in single family households.[4] The dropout problem in large urban school districts is catastrophic. Chicago public schools report a 50% dropout rate,[5] New York City reports a 45% rate[6] and Miami reports a 30% dropout rate.[7]

Dropouts experience higher rates of unemployment, receive lower earnings, and are more likely to engage in criminal activity and require social services over their entire life-

times than high school graduates.[8] One year's cohort of dropouts from a major metropolitan school district was estimated to cost $3.2 billion in lost earnings and more than $400 million in social services.[9] Education elevates. Black males with less than a high school diploma had a poverty rate of 37%, compared with 23% of high school graduates and 7% of college graduates.[10] The social costs of failing to complete high school will rise in the future as the demands for low-skilled labor are reduced.

■ Poverty

No factor shapes the contexts in which an adolescent lives so powerfully as family income – the single strongest predictor of success and well-being in adolescents. More children live in poverty than in any year since 1965.[11] In 1990, more than 40% of children lived in low-income households.[12] Poverty affects children directly by reducing the family's ability to purchase adequate safety, food and educational materials and by reducing the parent's ability to engage in health promoting activities.[14]

Adolescents from low-income families are more likely to experience mental health problems, poor physical health, school failure, delinquency, arrest, and early sexual intercourse.[13]

Income is a powerful influence on shaping the most critical context – family life itself. Real wages have dramatically declined in recent years. Between 1973 and 1990, annual earnings of heads of households with children plummeted by 44%. This decline has impacted virtually all young families whether or not parents are married, white, black, Hispanic, or high school graduates.[15] In 1979, 25% of young parents employed year-round as hourly workers full-time lived below the poverty line. In 1991, more than 50% of such workers made wages too low to lift their family out of poverty.[16]

Stress is exacerbated by financial anxiety, crowded living conditions, and limited resources.[17] Falling incomes combined with rapidly rising home prices have placed home ownership beyond the reach of most young families. Lack of home ownership blocks the traditional route to family stability, long-term security, and middle-class identity.[18]

In order to survive economically during the last two decades, families have had to have both parents enter the work force, which has increased family stress and limited direct supervision of adolescent children. In 1970, 39% of children had mothers in the work force. In 1990, 61% of children had working mothers. Between 1979 and 1989 mothers increased their weekly work hours by 32 percent.[19]

■ Ethnicity & Race

Adolescents of color are unequivocally at greatest risk for negative life outcomes in virtually every arena. Three times as many black youth (45%) and more than twice as many Latino youth (38%) live in poverty as white youth (15%).[20] Racial and economic stratification exposes black and Latino youth to neighborhoods with the highest rates of crime, violence, drug dealing, AIDS, unemployment, and diminished recreational programs.[21]

■ Family Background

Family background or structure is widely recognized as one of the most or even the most important contributor to the successful development of youth. Parent education or literacy level is a powerful predictor of school achievement and dropout behavior.[22]

Since 1970, the proportion of children living in single-parent households has doubled.[23] Nearly twice as many youth with disabilities (41%) compared to non-disabled youth (22%) have parents who aren't high school graduates and more children with disabilities live in single-parent households.[24] Regardless of socio-economic level, students from single-parent households are more likely to drop out than students from two-parent families and are also more likely to engage in health compromising or deviant behavior.[25]

■ Neighborhoods

A neighborhood is both a social network and a spatial unit and is a strong predictor of a variety of outcomes for youth. Between 1970 and 1980, the number of underclass neighborhoods in America increased 331 percent.[26] High poverty neighborhoods have much higher concentrations of single-parent families, unwed teenage mothers, and under-employed young adults.[27] Regardless of race and family background, teen pregnancy is more likely to occur in poor neighborhoods where options, alternatives, and hope are limited.[28]

■ Health Problems

Employed heads of households with children whose employers paid for part or all of health insurance de- ased 19 percent between 1979 to 1989.[29] During the past two decades the health status of adolescents has deteriorated.[30]

Homicide is now the third leading cause of death among elementary and middle school children – and it's the second leading cause of death among youth ten to twenty-four years old.[31] Between 1965 and 1988, death by cancer, heart disease, and influenza all decreased among adolescents while adolescent deaths by suicide and homicide nearly tripled.[32] The rise in teenage homicide and suicide suggests an increase in levels of hopelessness, grief, and anger among teens. Nearly a quarter of all teens are predicted to have emotional or psychiatric problems that warrant mental health treatment.[33]

Health problems for today's teens are more behavioral than biological. Substance use and abuse, sexually transmitted disease, depression, suicide, physical or sexual abuse, and disorders of self-image are among the most commonly reported adolescent health problems described in research.

■ The Juvenile Justice System

During the past decade, juvenile justice systems have assumed an increasingly greater role in the lives of adolescents.[34] More recently there has been a shift away from treatment and prevention of juvenile crime to deterrence and punishment. Between 1986 and 1991, arrests for juveniles between ten and seventeen years of age for rape, robbery, homicide, or aggravated assault increased by 48 percent.[35] Adolescents of color who are also poor are most victimized by crime and also most adjudicated for criminal behavior.

Adolescents with learning disabilities or emotional problems are involved in delinquent acts and incarcerated at far greater rates than youth without these problems.[36]

■ Schools

Education has been historically perceived as the means by which many disadvantaged individuals can reduce and even eliminate negative influences. Schools today don't provide this redress because social and economic stratification of the larger society influences al-

most all structures and activities that take place at school.

Students attending economically disadvantaged schools receive relatively lower expectations from school staff. Minority youth are most likely to attend the nation's poorest schools with 75% of black students and 46% of Latino students attending schools ranked in the lowest 20% economically.[37]

One reason that many children don't achieve well in school is because American education has essentially overlooked or diminished the importance of the setting or context in which the students live and function. Instead, individual attributes have been deemed most important for academic achievement. Yet, it's common sense that a student's behavior is a reflection of the interaction between individual characteristics and the home, community, and school contexts.

Differences in funding rates between schools with high and with low concentrations of poverty determine differences in the availability of textbooks, laboratory equipment, resource rooms, library books, and other educational resources.[38]

School personnel in schools with large numbers of low-income students haven't been prepared to face the challenges these students present educationally and behaviorally. Parents are often not knowledgeable about how to improve their child's school achievement and support their progress.

Schools with large populations of poor children are held less accountable by parents for success and receive far less criticism and input from parents than do schools educating middle or upper class children.

Everyone Can Help Teens

The facts presented in the preceding sections highlight the idea that American youth today are in crisis. Historically, it's been possible for most parents to provide adequate guidance and support for their children. This is no longer possible for many families.

To solely blame parents for this circumstance is to ignore the reality of fundamental circumstances in our society that are beyond the influence of individuals like parents. For example, decreases in racial tolerance, job stability, real income, community safety, youth programs, school effectiveness, social services, and youth jobs – all of which profoundly and negatively affect children – can't be blamed on families.

Never has America permitted children to rely on guns and gangs rather than parents and neighbors for protection and love.[39]

Moreover, teens today are growing up with social challenges that many adults have never had to face and with futures that are dominated by previously unimaginable levels of technological and international flux.

When individual parents struggle to provide their teens with adequate support and guidance, simply pointing a finger and assigning blame offers no benefit to youth and to the future of society. Instead, educational success will be best enhanced and children will be helped by providing support and skills to those parents or surrogate caretakers struggling to raise teens despite single-parent status, lack of child support payments, household violence, teen parenting, availability of drugs and guns, and adult illiteracy.

Parent education and collaboration between the home, the community, and the school – not condemnation and ostracism – will make it possible for parents to provide children with the social and psychological supports required to develop into healthy, competent, and optimistic adults.

Examples of Collaboration

The current problems our youth are experiencing have solutions. As they make their way within the school, community, peer, family, and employment contexts, youth need what they've always needed: "demandingness" – that is, supervision, monitoring, accountability, and expectation – and nurturing and supportive adults who can both guide and advocate for them. These solutions are not new – it's only in how this support and nurturance is provided that new thinking and new behaviors will be required.

Parents and teens must be socially supported for the sake of the children and our collective future as a nation. One way individuals, corporations, organizations, agencies, educational institutions, congregations, and neighborhoods can reach out is to sponsor parent support groups to encourage and share skills, information, and assistance to effectively guide and nurture teens. PACT provides a structure to begin this effort.

■ Sara

Sara experienced great conflict with her parents. Her father was extremely authoritarian and her mother was very passive. As Sara matured, she argued frequently with her father and began running away from home. The case manager from the dropout intervention project worked with the family to try to resolve these conflicts but the fights continued and although Sara continued to attend school the conflict in the home had a serious negative impact on her behavior and school performance. The case manager convinced the father to try family reconciliation and a community mental health agency began working with the family. The case manager was a full participant in this process, and over a period of six months Sara and her father were able to agree on a minimal standard that allowed Sara to stay in the home. The case manager provided follow-along support to the family after the mental health agency terminated services. By being a full participant on the intervention team, the case manager was able to fill this role of long-term support after the family reconciliation services terminated.

■ Robert

Robert is the oldest of six siblings. When we first met him, Robert had the tendency to act out on his frustration. His mother, Dana, is a single parent. She's a strong advocate of education, but when staff from the dropout intervention project met Dana, she was ready to give up on Robert, who was just entering seventh grade in a program for youth with challenging emotional and behavioral disabilities. Through the project, Dana became involved in the monthly parent problem-solving groups, which complemented the student problem-solving groups Robert participated in during school. She found the parent meetings to be supportive and informative. Dana described the groups as providing strategies, renewed energy, and confidence to push Robert along the path toward school success.

Robert will be an eleventh grader and is on track to graduate in two years. He's interested in attending one of the area technical colleges.

■ Eddie

Eddie was failing several of his seventh grade classes and as a result his father was called in for a school conference. A plan was developed with Eddie, his father, and a dropout counselor in which Eddie would circulate a daily monitoring sheet to each class where

teachers would evaluate his behavior and assignment completions. Eddie was responsible for bringing the monitoring sheet after school to the dropout counselor who would translate critical elements into Spanish in a note to Eddie's parents at home. Both parents were to sign the note which Eddie would then return to the counselor before school. Consequences and rewards were established for Eddie regarding his performance in circulating and returning the monitoring sheet as well as his school performance. Additionally, Eddie expressed despair that he had to baby-sit his younger siblings every day after school and could never have time to "pal around" with friends.

The counselor negotiated with the father that if Eddie kept his grades up he would be allowed to attend a karate class sponsored by the local police department. The counselor arranged for Eddie and two of his friends to sign up and arranged for transportation to the karate class. Additionally, the counselor helped Eddie attend to any problems that his teachers reported. After this intervention, Eddie began passing all of his classes and his father and mother began to attend parenting and school meetings because they felt that collaboration with school staff really worked.

2

Potential Benefits of PACT

In order to develop successfully, youth need adults to protect, nurture, guide, and monitor them. However, in today's world, protection and guidance isn't as easy to provide as it once was. Today's youth and many parents need support and help from the larger community and from other parents. Individuals and members of various community organizations, both private and public, need to reach out to parents and provide encouragement, knowledge, skills, and teamwork to promote educational and psycho-social success for all youth. As a result of this teamwork, PACT could not only benefit youth and parents directly but also the broader community and even organizations that sponsor a group. While the specific benefits have yet to be documented, the following benefits have been proposed based on the insights and experiences of the ABC projects.

Benefits for Youth

As a result of a PACT helping parents be more involved and effective in a youth's schooling and guidance:

- Youth could improve their school attendance and school achievement.
- Youth could be more likely to graduate from high school.
- Youth could be less likely to engage in delinquent or gang-related behavior.
- Youth could be more likely to take advantage of community programs and resources.
- Youth could be at less risk for alcohol and drug abuse.
- Youth could be less likely to engage in high-risk, violent, or antisocial behaviors.
- Youth could increase their self-esteem and outlook for the future.

Benefits for Parents

As a result of participation in a PACT:

- Parents could receive new information and learn new skills to help them be more effective and empowered to help all their children.
- Parents could find encouragement and support.
- Parents could reduce their stress, anger and frustration by learning how to cope more effectively as parents in today's world.
- Parents could be more productive and stable employees because of reductions in problems with their children.

Benefits for Schools

As a result of PACT parent training:

- Teachers and administrators could get more involvement from parents and receive more communication from the home.
- School discipline problems could be fewer and easier to address.
- Student attendance and punctuality could increase.
- Students could show more motivation and readiness.
- Teachers could feel more satisfaction and motivation.
- Teachers and administrators could get clearer and more effective communication from parents and resolve problems more effectively.

Benefits for Community

As a result of skills and support received by parents involved in PACT parent training:

- Delinquency, gang involvement, and graffiti could decrease.
- Youth could increase positive contributions to the community.
- Cross-generational tensions could decrease as youth become more successfully integrated into the larger society.
- Youth could be better prepared to assume successful roles as future leaders in the larger society.

Benefits for Organizations

As a result of sponsoring a PACT:

- Your organization could receive positive publicity and enhanced public relations opportunities.
- Your costs resulting from antisocial behaviors of youth could be reduced because parents will be able to monitor and redirect their teen's behavior.

Staff from your organization who become facilitators in a PACT:

- Could learn and practice leadership and communication skills that will make them more effective and productive during work hours.
- Could learn better parenting and grandparenting skills themselves.
- May manage their own children more effectively and thus have fewer occasions when they are absent from or absentminded at work because of problems with their teens.
- Could enhance their self-esteem and sense of meaning and become more successful and positive individuals as a result.

3

Organizing a PACT

The following sections on terms, recruiting members, and finding resources provide information on how to implement a PACT. While it can be used by anyone, this material is primarily intended for use by the team facilitator and the team associate (e.g., teachers, resource staff, or community outreach workers).

Basic Team Terms

■ Team Sponsor

Just as the label implies, the sponsor makes a commitment to provide as much support as possible. This support will include sponsoring activities such as fund raising drives or providing incentives for parents such as award ceremonies, family picnics, certificates of parent achievement, and nominal stipends to participate. The sponsor may also provide resources such as access to copy machines or telephones.

A sponsor may generally be an organization, agency, or business in either the private or public arena. Examples of sponsors include religious groups; nonprofit community organizations such as the Women's Assistance League; low-cost counseling centers; advocacy groups; business organizations such as Rotary or Kiwanas; probation and police agencies; mental health or child service agencies; public unemployment and welfare offices; health maintenance organizations; local or corporate employers; schools or institutions of higher education; youth clubs or programs such as sports leagues, Boy Scouts, YMCA/YWCA, or Boys and Girls Clubs.

A sponsor can also be an individual or group of individuals who aren't connected to any organization. These individuals can simply decide to sponsor a PACT and then make the commitment to do all the things a sponsor does.

Sponsors need to be prepared to make a commitment of at least one year's involvement to help a PACT get up and running. This amount of time is required because developing any group takes time as well as consistency. Members of any group need to feel the group is stable and thus worth the effort to get involved.

The sponsor essentially "adopts" a PACT and tries to make it as successful as possible for parent members and their children.

■ Team Facilitator

This is one or more individuals who get involved on behalf of the sponsor. The team facilitator is responsible for starting and leading a PACT.

The team facilitator doesn't have to be an expert on parenting or teenagers. A team facilitator does have to be a highly organized, high-energy, people-oriented, enthusiastic, personable, and persistent individual who can lead (but not dominate) and who can and will take initiative to find information, resources, and experts needed by the team.

As the team begins to stabilize and members gain confidence, the facilitator should begin to encourage members to assume leadership roles and facilitation tasks.

■ Team Parent

This is a parent of a teen who asks to join or is recruited to be a member of a PACT. The role of a team parent is both give and take – to give other members suggestions, experience, and knowledge and to take information, advice, and support from other members. As part of a "team", the team parent must understand that the strength and usefulness of the team comes about as members come to know and rely upon each other for support; thus, each team parent should make a commitment to attend regularly and to stay with the team for at least eight sessions.

Team parents should be encouraged to recruit other parents and associates to the team and to help take "ownership" of the team in terms of giving encouragement and advice and input on what the team should learn about and discuss.

■ Team Associate

This is an individual who provides assistance to the facilitator and parents. An associate may be an adult who wants to provide community service as well as enhance his or her own growth and understanding of society by participating in a PACT. A team associate participates fully in the team meetings and may have some "expert" or "unique perspective" such as family counseling skills, social service knowledge, etc., to offer team members. Each team associate should make a commitment to attend regularly and to stay with the team for at least eight sessions.

A team associate should be willing to support the team with such activities as obtaining information team members request, researching community programs or resources, donating time to team fund raising, or clerical tasks.

Different Types of Teams

PACTs are flexible. A PACT sponsor can choose to help a variety of parents and youth. For example, the sponsor can organize a PACT to target parents of youth with specific needs or characteristics such as youth with disabilities, immigrant youth, African American youth, low income youth, adolescent girls, boys without fathers at home, youth on probation, youth who are members of a particular team, club, or church, etc. The sponsor may choose to help parents who live in a specific neighborhood. Or the sponsor can provide support to parents who work for the same employer or at the same work site.

PACTs are a way for adults to team up and support each other in raising adolescents. To accomplish this, each PACT must be organized to fit both the sponsor's and parents' needs and goals. Your PACT will be a unique team. Different types of PACT's are described in the following sections.

■ Common Interest PACTs

This kind of PACT targets parents of youth with specific characteristics or affiliations. This could be parents of teens with disabilities or special needs. It could be parents of teens of a particular race, ethnicity or language group. It could be single parents of teens or grandparents who are raising a teen. It could be parents of teens who belong to a particular club, program, church, or sport team. It could be parents of teens who have dropped out of school or parents of teens who have been arrested or are on probation. It

could be parents of teens who have been involved with drugs or alcohol. Just about any unique group of parents can be organized into a PACT.

An advantage of the special interest PACT may be higher interest and involvement because members share a common need or interest based on similarities among their children. For example, a special interest PACT of single-parents or a PACT of parents of African American boys will feel a bond and be able to work on concerns common to all members of the group. PACT members could provide support for each other by assuming advocacy roles with school and community agencies.

This type of PACT is particularly appropriate for parents who have teens with special needs or who are receiving special education services because of the special laws and knowledge applicable to this type of child.

Common interest PACTs have unique assets. Parents will likely share many experiences in terms of parenting and be able to offer and receive focused advice and support because of a common attribute among their teenagers. The discussions and learning can address the group's common interest and meet the needs and interests of the parents.

■ Neighborhood PACTs

This type of PACT targets parents and youth residing in a specific geographic area. This could be a particular housing complex, particular streets, or an even larger area united by common concerns or life style. The advantage of the neighborhood PACT is that its members will be focused on common challenges and resources within one particular neighborhood community.

First, because of proximity of residence, the team parents will share many common social, political, and community experiences. This will enhance cohesiveness of the team and make sharing and disclosing problems easier. It will also make it easier for parents to offer suggestions and actual help to each other, thereby lifting some of the burden from the team facilitator. Thus, when team parents are studying the topic "guiding and disciplining your teen", they'll be talking about how to raise a teen within the challenges of a particular context – including such things as local gang activity, drug dealing and use, hair and dress styles, and teen hangouts.

Second, team parents will have children attending the same local schools. Thus, when the team addresses "getting involved in your teen's schooling", parents will receive and supply information about the procedures, rules, policies, philosophy, schedules, events, personnel, etc. of a particular school. Although schools are similar in many ways and basic parent monitoring and communication tactics exist that are applicable to any type of school, it's also true that each school is a unique organization with its own distinctive culture and procedures. Consequently, it will be much easier and potentially more powerful if team parents are able to share experiences, ideas, and information about just one or two neighborhood schools their teens attend.

Third, because they live in proximity, team parents and their children will be serviced by the same community organizations and agencies – both public and private. Thus, when the team studies "getting help and support from community resources", parents will once again be talking about particular programs or offices and thus be able to share not only general information but specific names, phone numbers, and possibly even application and transportation support.

With a neighborhood PACT, team meetings are held near where team parents live. Meetings can be held in a member's home, local school, church, public library, or in a community meeting room.

BEST COPY AVAILABLE

■ Workplace PACTs

This type of PACT targets parents who work for a specific employer or at a common job site such as an office complex or shopping mall. Workers of a common employer may or may not work at the same job site.

Various types of employees, with a wide range of skills and educational levels, might join the same PACT.

An advantage of the workplace PACT is that the recruitment of team members can be facilitated by the employer or at the job site and offers an opportunity for workers from various elements of the organization to get to know each other better and to work together on shared problems. Incentives or perks for joining can also be offered by the employer to enhance recruitment and attendance.

When the sponsor is an employer and team members work for the same organization, the PACT program offers a special opportunity for the organization to develop or enhance *esprit de corps* and cohesiveness among employees.

Gearing Up & Getting Started

■ Gathering Resources

What does the team facilitator need to know? Part Four of this manual shows that the parenting topics fall into three categories:

1 Getting involved in a teen's schooling.

2 Guiding and disciplining teens.

3 Getting help and support from community resources.

The facilitator will need to be prepared to provide information and facilitate discussion on these topics. These topics obviously cover a lot of ground and one might wonder where to begin and what specifics to cover. Helping the facilitator select the specific topics is one of the purposes of this manual.

This manual identifies sub-topics under each of the three main topics. These sub-topics are grouped around specific skills and knowledge that have been most helpful to parents and youth who participated in the ABC projects. These sub-topics were selected on the basis of the authors' extensive experience with the ABC Dropout Projects and community intervention for adolescents as well as what research says is important for parent and teen development.

The facilitator will need to be prepared to provide the team with experts and resources that can supply knowledge and skills on each of these sub-topics. The facilitator doesn't have to know everything. Guest speakers, professionals from the community, and team members can supply the specific expertise for each sub-topic under study.

Before the first meeting, the facilitator should have planned and arranged for the resources or speakers for at least four meetings. This provides a "buffer" so that there isn't a last-minute scramble for something to talk about at the first few meetings and continuity and momentum can be insured. However, the facilitator needs to make it clear to team participants that they have control of the agenda by creating time up-front to review the list of topics and to prioritize issues of most importance to members.

Where can the team facilitator find the expertise and knowledge to lead a group? After

reviewing the manual's list of discussion topics, the facilitator must locate resources that can provide the specific skills and knowledge for each topic.

This expertise may come directly from the facilitator because of his or her background experiences and training or it may come from guest speakers and community officials or from document and video resources.

One should remember that the heart of the PACT program is the knowledge, expertise, and insight that team parents and associates bring to the group. Members should be encouraged to react to the information presented during a meeting and to offer their own related knowledge and experience. As the team gets established, team members can also assume more of the responsibility for providing and locating expert knowledge.

■ Guest Speakers

Guest speakers are an invaluable source of information and expertise. There are many individuals in the private and public sector of the community who can be contacted to provide the team with specific skills and knowledge.

Before contacting potential guest speakers, the facilitator should first list the specific skills and information the guest speaker should provide to the team. The facilitator can find these skills and knowledge goals in the manual under the topic for discussion section. The facilitator must ask the guest whether he or she would be able and willing to address the topics listed. The team facilitator and team members must stay in charge of the team's discussion topics. Use this manual to identify the skills, knowledge, and issues addressed by the guest speaker. Guest speakers might include:

- Probation or parole officers
- Police officers
- Youth community gang workers
- Child psychologists and psychiatrists
- Family and child counselors
- Psychiatric hospital and county mental health staff
- Community alcohol and drug program staff
- Psychiatric social workers
- County social service staff
- Members of professional associations
- Church leaders
- Staff from private special education schools
- Teachers and local school staff
- Education professors from local universities
- Staff from university child clinics
- Family law attorneys
- Child advocate attorneys
- Community youth program staff
- Community parent training facilitators
- Parents or grandparents from the community

■ Resource Documents and Videos

Many books, brochures, fact sheets, videos, training programs, pamphlets, and other documents about parenting, teen issues, and child rearing are available. See Part Five for a listing of resources. Many resources are free but others need to be purchased – a reason why fund-raising is important.

The facilitator will need to make a few phone calls but should be able to get some free material for team members as well as borrow other materials. Facilitators can't be shy – telling people about the program may lead to suggestions of where to get additional materials and referrals for guest speakers.

Both the federal and state education departments have available excellent free materials about school, parenting, and teen issues. The following types of government agencies can also provide a source for such materials:

- Federal, state, county and city governments usually publish resource materials or fund grants that produce public resource materials.
- Hospitals, health maintenance organizations, community clinics, doctors and psychiatrists offices are another source of informative material. Even drug stores may have free brochures of interest on teen-related issues.
- Public libraries and professors of education at universities are also good sources for locating documents or videos that may be available to the public.
- County education offices and local public schools often have youth development or other relevant videos or resource material that can be used by the public.
- Community nonprofit youth or counseling organizations such as alcohol rehabilitation clinics or crisis centers often have a lending library of excellent videos and other materials that are available to the public.

■ Finding Formal Training for Facilitators

Formal training in leading parent support and education groups is available from a variety of organizations and individuals. One organization in particular can provide the names of professionals who train individuals or groups who want to become parent educators or parent group facilitators: this group is the National Parenting Instructors Association. Each state is in the process of forming a state chapter. The "Resources" section has the phone number and address of this national organization.

Recruiting Team Members

Parents and associates will have to be recruited. Obviously, recruiting parents is a PACT facilitator's most important task because without parents there won't be a team! And, perhaps less obviously, recruitment may be the most difficult of the facilitator's tasks.

The key to getting parents involved is providing convenience and benefits. Parents are extremely busy, especially today when many must manage both work and family obligations. Many parents are under a lot of stress and have limited time and energy to reschedule routines, find transportation, arrange for child care, and then go to an activity with strangers located outside the home. If that activity doesn't provide parents with direct benefit and some enjoyment then parents can't afford to participate. It's that simple.

BEST COPY AVAILABLE

The solution is to make meetings beneficial and engaging for parents. After all, success means parents will eventually make the team their own to nurture and support.

Flyers, bulletin boards, radio, and newspapers can announce the beginning of a PACT. The facilitator will have to inform a variety of organizations and individuals about the start-up of a PACT so that they can inform their clients or constituents in turn. Judges, probation officers, child service workers, social services, places of worship, recreation clubs, youth programs or centers, and community agencies can make announcements, put up notices, or hand out flyers. Schools, police departments, probation agencies, juvenile courts, social services, and mental health services can make referrals. If the facilitator and sponsor are targeting a given neighborhood, then house-to-house recruitment may be a good option.

The ALAS project found it was essential to invite parents personally with phone calls or home visits and explain the importance of the topic to be discussed at the meeting and how it related specifically to their child, and then follow up with a phone reminder the day before the meeting.

Generally, if two session times were available to parents – one in the day and one in the evening – a larger turnout was achieved. Baby-sitting was provided at both sessions. Eventually, ALAS found it most helpful if parents could be recruited to telephone other parents and invite them to the meeting.

The Belief Academy found that combining youth presentations or performances, such as plays or videos made by students, matched with parent education opportunities and encouraging the entire family to attend drew parents to events. Refreshments or complete meals were helpful to increase attendance and ambiance and parenting information was then presented verbally to the entire audience.

The Check & Connect Project reported that inviting parents to a meeting usually required forty-five to sixty minutes per household and could have included a letter, two phone calls, and one or two home visits.

Convenience & Benefits

Part of making PACT meetings engaging for participants involves making meetings convenient and comfortable. Parents must be able to get to each meeting easily. The meeting place must be safe, attractive, and comfortable and should offer bathroom facilities and the ability (and permission) to serve food. The following issues are all important to consider in setting up a team meeting.

■ Location

Meeting at school sites isn't always the most convenient or comfortable for participants because of problems with evening security, feeling awkward or uncomfortable on school campuses, or a lack of pleasant facilities. Meeting at work may be convenient for workplace teams. Meeting in the neighborhood at churches, libraries, community rooms, government buildings, or the like is usually the best option.

■ Time

The meeting time is crucial: some parents are available in the evening while others are available only during the day. Assess the needs of the community you want to serve.

■ Transportation

Many parents will not be able to get to the meetings unless transportation is provided. The facilitator and associates should consider car-pooling parents or contracting for transportation. A nonprofit or some community organization may also have a van or small bus that can be used. Again, fund raising can help provide transportation service.

■ Child Care

Many parents can't attend programs because they require child care services. The facilitator must make arrangements for child care so that parents can bring their children with them. Volunteers or paid individuals from the local high school or community can usually be recruited to watch the kids while the parents meet. Renting a video, providing crayons and paper, and serving cookies is sufficient for entertaining the kids.

■ Refreshments

When people eat together they relax and feel less inhibited. Food can increase comfort, participation and enjoyment. At the very least, refreshments should be served. Members may choose to bring potluck and eat an entire meal together or perhaps fund-raising can provide a meal. Don't forget about the kids in child care who need food too.

■ Home Language

Obviously, the team meetings must be conducted in the language of the group members. If every teen is to be served by providing his or her parents with parenting support then PACT must be provided in a variety of languages. There are parenting materials available that are written in a variety of languages.

■ Concrete Remembrances

The facilitator should try to arrange to provide parents with a concrete remembrance that they can take home after each meeting. The list of possible remembrances is almost endless and none of them have to be expensive.

For example, a remembrance can be a list of important community telephone numbers such as hot lines, or a fact sheet on childhood diseases or developmental stages, or an informative brochure from a social or health service agency such as gang attire and drug information from the police station. Also, consumer or legal aide information is always appreciated. Many relevant publications or brochures can be provided free to team members. It's especially nice if this material is well packaged, such as on a bookmark, magnet, or pocket card. Some remembrances can be specific information that a team member has requested. The facilitator or associate should find the information and "give it away" to all members at a future meeting.

It's also helpful to provide some "fun" remembrances such as drawings for door prizes. Door prizes can sometimes be obtained free by soliciting products like candy, toiletries, office supplies, gadgets, movie tickets, fast food coupons, etc. from the business community. A ten dollar supply of one dollar bills can add levity to the meeting and be handed out for such things as offering great advice or sharing something heartfelt or improving participation.

Examples of Building Trust

■ Darren's Parents

Darren and his parents live in an apartment with no telephone. His mother and stepfather were not very trusting of school personnel and their history of interactions with Darren's educators had been stressful for them and for school staff. Darren's dropout monitor developed a trusting relationship with the family and attempted to help them become more comfortable with his school by making repeated home visits to convey important information that otherwise would have to have been sent through the mail, as well as by providing transportation to school meetings or other appointments. The monitor also made home visits accompanied by school staff, and meetings were scheduled at Darren's home so his parents would feel more comfortable.

■ Suki's Mother

Mrs. A is a recent naturalized citizen from the Pacific islands. She lives with her sister who has been a citizen for ten years. Her husband died several years ago. Mrs. A has a fair command of English and is a high school graduate. She works in the service industry and has health care coverage. Her daughter Suki is totally Americanized and integrated into social life. Until recently, Mrs. A had never attended an IEP meeting. The school dropout project director hired Suki to do child care and through this contact formed a relationship with Mrs. A. Over time, through informal interactions, Mrs. A and the project director developed a trusting relationship. Suki was involved in a shoplifting incident with a group of other students. Mrs. A called the project director for assistance. The project director accompanied Mrs. A to court and assisted in arranging a diversion program for Suki. After this incident Mrs. A began attending school functions and recently was an active participant in an IEP meeting. She has made contact with other school personnel and is becoming an effective advocate for Suki.

■ Emilio's Father

Emilio was an only child. His father was an alcoholic, although he worked regularly to provide a lower-middle income support for the family. Emilio's parents had a troubled marriage which resulted in the mother going to Mexico for extended periods of time and leaving Emilio at home with the father who became drunk every night and often threatened Emilio. Due to the lack of care at home, Emilio was absent two or three days per week and was failing all of his seventh grade classes.

The dropout counselor made a home visit and made a strong plea to both parents that their help was crucial to saving Emilio from dropping out of school and possibly getting into trouble with the law, drugs, or gangs. The counselor was able to get both parents to agree to meet at their home each week as well as to work out a daily home note contract for Emilio which earned him an allowance for meeting chosen school goals. The specific ways each parent was needed to support Emilio were clearly communicated in a positive way so that each parent felt they were important in Emilio's future. The mother agreed only to go to Mexico when Emilio was on school vacations and the father agreed to come to weekly meetings and take Emilio out for special activities twice each month.

The dropout counselor called the parents as soon as their commitments weren't met – in the beginning this meant calling daily because the parents would often forget to sign

the note sent home or wouldn't see to it that Emilio attended school. After a month of consistent and persistent follow-up reminders of their agreement and positive reinforcement of the parents' newly applied parenting skills, the counselor and the parents developed a positive and productive relationship. Additionally, because the parents weren't getting Emilio up for school each day, the counselor began to call the home at 6:00 AM daily to make sure that Emilio was awake and getting ready for school.

After about a month of working closely with the family, both parents began in earnest to come to parent meetings regularly and to call the counselor if they saw any problems with Emilio. Emilio ended the school year by passing five of his six classes.

Training Guidelines

While this manual doesn't attempt to cover professional development strategies for the team facilitator, we would like to suggest a few tips:

■ "Assess the need before taking the lead."

The first team meeting should be geared toward building enthusiasm and getting parents to come back. This means that they must perceive benefit and have a positive experience. Two activities and a remembrance will help accomplish this.

First, have the parents participate in an "ice-breaker" activity. Make it fun. Group leaders, teachers, or books in the public library can all provide ice-breaker ideas. Second, instead of starting by telling parents what the PACT will teach or provide them, determine as a group what the parents want to know or what help they need. Do this by asking parents to share their needs and write them down. Ask if anyone in the group can immediately supply an answer or respond to any need expressed by a parent. This may be possible if a parent wants specific information that another member may know. Assure the parents that you will be addressing their needs and other topics specifically. Inform parents that each meeting will set aside some time to discuss issues of immediate concern.

The facilitator may want to periodically get feedback from the team members. Good ways to do this include using a brief evaluation form regarding the meetings in terms of content, logistics, and climate.

■ "Don't preach if you want to reach."

The facilitator shouldn't permit a guest speaker or team member to "preach" or "put down" any parent. Instead, the facilitator should encourage group members to help each other change by providing positive alternative suggestions and empathic support.

■ "Become a guide on the side not a sage on the stage."

Although the facilitator is responsible for starting-up the team and assumes a key role in facilitating team activities, it's important that he or she refrains from becoming the expert and the central focus of group discussions. Instead, after presenting some information, the facilitator should then work to stimulate members to provide ideas, insight, support, suggestions, sharing, and advice. Serving as a recorder at the blackboard, asking questions, reinforcing input, pointing out controversy, moving the discussion along, and summarizing ideas are effective ways to facilitate group learning. Sometimes keeping quiet

and letting the members take over is the best way to enhance learning!

The facilitator or associate may want to assemble packets of materials for parents to take home from each meeting.

■ "Create a team to reach the dream."

The goal of the facilitator is to do just that – *facilitate* – and eventually have team parents and team associates take over responsibility for the group. Members will not become cohesive and assume ownership of the team if the facilitator becomes defined as "the" leader. Reinforcing and encouraging suggestions, advice and input from parent and associate members will help them begin to feel a sense of membership and leadership. This will in turn create a team spirit where members will work together to support each other and their children.

4

Suggested Meeting Topics

The purpose of the PACT program is for participants – family members, educators, and community members – to work together to promote students' educational and developmental success. The parenting learning and discussion topics listed below have been identified as very important to helping youth develop into responsible and successful adults. In a formal survey about home/school/community collaboration, each learning and discussion topic listed was targeted by at least two of the ABC Dropout Projects and evaluated as very important to parents and adolescent success in school.

The suggested format for the PACT program is two-hour monthly or bimonthly meetings. Each meeting should present knowledge and generate discussion on one or two of the skills and competencies listed below. The skills and competencies don't have to be covered in any particular order; parents might wish to select the order of the topics.

For each PACT team meeting, the team facilitator should arrange for resources or guest speakers to address one or two of the skills and competencies listed below. At each meeting, parents and associates should discuss each topic and offer advice or insights from their own experiences. If possible, the team facilitator should provide written supplements on each topic that participants can take home. Each meeting should also allow about a half hour for team parents to discuss and problem solve issues of immediate concern.

Getting Involved in a Teen's Schooling

- The relationship between secondary school success and post high school learning and youth's social, political, and employment future.
- Different ways to be involved in school, including frequent checking and monitoring of attendance, completion of class work and homework, report card grades, graduation credits, behavior at school, and awareness of available school programs.
- How to monitor teens' school work and bring about improvement.
- How to monitor teens' homework and bring about improvement.
- How to monitor teens' school attendance and bring about improvement.
- What to expect regarding the traditional methods secondary schools use to communicate with parents and the limitations of large secondary schools in communicating with individual parents.
- What to expect regarding the organizational structure of secondary schools – who and what types of programs and services are available.
- Graduation requirements and monitoring youth's program and accrual of credits.
- How to find out who to contact in a school for different types of problems.
- How and why changing a school in midyear usually harms a youth's educational achievement.
- Actions to take when a youth transitions to a new school.

- How and why to introduce oneself to the special education teacher, school counselor, case manager, or school social worker at the beginning of each school year.
- How and why to obtain copies of school rules, policies, and the yearly calendar.
- What services are available to a child with disabilities, special talents, limited English skills, or migrant worker parents.
- How to request in writing various special education services or actions (assessment, IEP meeting, due process, program change) and keep complete records.
- How to write letters of request to various school personnel (to request a conference with a teacher, change classes, child's attendance record, etc.).
- How to effectively disagree with a school decision or action and arrive at a solution or how to go to higher authorities effectively.
- How to interpret report cards (how to infer whether the youth is truant, motivated, low in academic skills, poorly behaved, or disorganized).
- How to make up failed classes or graduation credits.
- How to get the most benefit from a parent-school conference.
- How to collaboratively develop a behavioral contract between home and school.
- How to suggest alternatives to suspension from school and what the laws are regarding suspension and discipline.

Guiding & Disciplining Teens

- Understanding the critical importance of monitoring a teen's development and behavior and how to set limits and follow through.
- Understanding the importance of race and ethnicity in the self-identity and self-esteem of youth and how to instill ethnic and racial pride as well as respect for people from different groups.
- How to monitor behavior for gang related significance and what to do about it.
- How to monitor teen after-school activities and curfew follow-through on limits.
- How to manage teen anger, acting out, misbehavior, noncompliance, or argumentativeness.
- How to monitor peer relationships and set limits or provide diversions.
- How to provide effective modeling, praise, rewards, and logical consequences to increase positive behavior in teens.
- How to talk with teens about issues relating to social and emotional needs.
- Family activities or parent-child activities that will interest teens.
- How to provide enrichment, role models, and opportunities for identity development for teens.
- How to identify signs of drug or alcohol use or need for mental health services.

Getting Help & Support from Community Resources

- Types of community programs and services that are helpful for various types of child or family problems.
- How to find programs and services available in the community (such as drug and alcohol programs, low income tax credits, social services, JTPA, tutoring, gang prevention, youth job programs, rehabilitation services, youth leisure programs, police diversion programs, post-secondary outreach, nonprofit programs, parent training and support, SSI, ethnic/racial leadership programs, sports, etc.)
- How to obtain necessary documentation and how to apply for community programs and services.
- How to work with judges, probation, or police diversion programs to enhance community and school success youth.
- How to determine whether parent, family, or child counseling would be beneficial or necessary and how to obtain family counseling from an agency in the community.

5

Resources

The following resources are not specifically endorsed by the authors. The selections were made based on availability of materials and variety and haven't all been evaluated or reviewed by the authors. All the information listed here was current at publication time.

These materials are listed according to general topics and may be listed twice if they address more than one topic.

■ Alcohol & Drug Use

Maternal & Child Health Technical Information Bulletin
Adolescent Substance Abuse – Risk Factors and Preventive Strategies (February 1991)

2000 15th Street North, Suite 701
Arlington, VA 22201-2617
703/524-7802

National Clearinghouse for Alcohol and Drug Information
Publications Catalog

P.O. Box 2345
Rockville, MD 20847-2345
800/729-6686
TTD 800/487-4889
Hablamos Español

■ Brochures

American Association of School Administrators (AASA)
Parents... Partners in Education

Booklet available in six languages. Also several other booklets, including *Parenting Skills: Bringing Out the Best in Your Child.*

AASA
1801 N. Moore Street
Arlington, VA 22209
703/875-0730

Association of American Publishers, School Division (1989)
Helping Your Child Succeed in School

Thirty-six-page booklet for parents. Available for $1.50 (discounts on ten or more) from:

School Division, AAP
220 East 23rd Street
New York, NY 10010
212/689-8920

Family Involvement Partnership for Learning
Team Up for Kids!
Get Involved!
Join Together for Kids!
Be Family-Friendly: It's Good Business!

600 Independence Avenue, SW
Washington, DC 20202-8173
U.S. Department of Education
800/USA-LEARN

International Reading Association (IRA)
Creating Readers and Writers

New parent booklet to help parents create home environments that encourage early literacy development. Available for $1.75 from:

International Reading Association
Order Department
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139

Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Series of five leaflets:
Help Your Child Do Better in School
Help Your Child Improve in Test-taking
Help Your Child Learn Math
Help Your Child Learn to Write Well
Help Your Child Become a Good Reader

Available for 50¢ each from:
Consumer Information Center
Pueblo, CO 81009

Office of Educational Research and Improvement (OERI)
U.S. Department of Education
How to Help Your Children in School
(stock #065-000-000176-4)

Twenty-three-page booklet. Available for $3.75 from:
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Missouri Department of Education
Learning Begins at Home

Bill Cosby brochure reprinted by the American Library Association, Commission on Individual Development, the National PTA, and World Book/Childcraft.
The American Library Association
50 E. Huron Street
Chicago, IL 60611
312/944-6780

National Coalition for Parent Involvement in Education (NCPIE)
Developing Family/School Partnerships

Brochure that suggests ways for schools to draw parents into schools. Free with a self-addressed envelope with 45¢ postage.
National Coalition for Parent Involvement in Education
Box 39
1201 16th Street NW
Washington, DC 20036
202/684-3345

Strong Families, Strong Schools: Building Community Partnerships for Learning

Goals 2000 Resources Center
U.S. Department of Education
Room 2421
600 Independence Avenue SW
Washington, DC 20202
800/USA-LEARN

■ Catalogs

Active Parenting Publishers Catalog '95

Includes parenting guides and program kits in books, on videos, and for Windows. Also leader training workshops and many specialty videos.
Active Parenting Publishers Catalog
810 Franklin Court, Suite B
Marietta, GA 30067
800/825-0060

Get Parents Involved!

Many resources including effective staff development, time-saving, parent meeting guides, and affordable material for parents.

Handouts For Parents

Parents booklets that help support teaching in the home. Bookmarks for parents also available.
ERIC/EDINFO Press
Indiana University
P.O. Box 5953F
Bloomington, IN 47407
800/925-7853

Life Skills/Parenting Catalog

Ready for life videos, many workbooks, video and software series. Includes school success, parenting, life, and kitchen skills, along with job searches.
The School Company
Department LS95
P.O. Box 5379
Vancouver, WA 98668
800/543-0998

***AGS Parenting Education Catalog* 1995**

Includes step-by-step audiocassettes, videos, and books for early childhood, teens, raising children in troubled times, strengthening step-families, and training in marriage enrichment. Other catalogs also available upon request: *Guidance, Special Needs, Violence & Substance Abuse Prevention*, and more.

American Guidance Service
4201 Woodland Road
P.O. Box 99
Circle Pines, MN 55014-1796
800/328-2560

National PTA Catalog

Numerous well-developed materials (planning kits and guides, magazines, newsletters, brochures), including: *School Is What WE Make It! A Parent Involvement Planning Kit; Parent Involvement: What Your PTA Can Do* (leader's guide); *Reaching Out: How to Make Your PTA Inclusive* (nuts and bolts guide); *Help Your Child Get the Most Out of Homework* and *Making Parent-Teacher Conferences Work for Your Child* (brochures). Some items in Spanish. Request a catalog from:

The National PTA
700 N. Rush Street
Chicago, IL 60611-2571
312/787-0977

Parenting Resources Catalog

Offers child development posters and handouts. Hmong audiotapes are spoken in Hmong and cover a wide variety of parental interest topics. Books about child development are also available in Spanish.

MELD
123 N. Third Street, Suite 507
Minneapolis, MN 55401
612/332-7563 (V/TTY)

Parent Training and Family Life Catalog

Includes pamphlets, books, videos, software and audiotapes on effective black parenting, programs for Latino parents and families, nurturing programs, siblings without rivalry, dealing with anger, parenting in a TV age, marriage enrichment, and much more.

Center for the Improvement of Child Care (CICC)
11331 Ventura Blvd., Suite 103
Studio City, CA 91604-3147
800/325-CICC (in U.S. only)

Webster's International, Inc. Catalog

Uses the "Bowdoin Method," teaching parents how to be their child's first and best teacher. Books and videos included in packages for children ages three to seven and ages five to thirteen. Also available in Spanish for ages three to seven. Webster's International Tutoring System for parents or peers also featured.

Webster's International, Inc.
5729 Cloverland Place
Brentwood, TN 37027
800/373-1723

■ Maternal & Child Health

Reaching Out: A Directory of National Organizations Related to Maternal & Child Health

National Maternal and Child Health Clearinghouse
8201 Greensboro Drive, Suite 600
McLean, VA 22102
703/821-8955, ext. 254 or 265

■ National Hot Lines

The Bureau of Alcohol, Tobacco, and Firearms

Takes reports of gun, gang, and drug activity.
800/ATF-GUNS

Gang and Suppression Hot Line
800/78-CRIME

National Runaway Switchboard
800/621-4000

Teen Suicide Hot Line
800/522-TEEN

■ Organizations and Associations

Alliance for Parental Involvement in Education (AllPIE)

This parent-to parent organization provides information about family education options (public school, private school, and home education), and parent and student rights within those options. Services include a newsletter, book, and catalog, referral service, pamphlets, workshops, and conferences. Contacts: Seth Rockmuller and Katherine Houk.

P.O. Box 59, East Chatham
New York, NY 12060-0059
518/392-6900

American Association of School Administrators (AASA)

1201 N. Moore Street
Arlington, VA 22209
703/528-0700

Appalachia Educational Laboratory

P.O. Box 1348
Charleston, WV 25325
304/347-0400

Aspira Association, Inc.

A national Hispanic education leadership development organization, ASPIRA administers a national parent involvement demonstration project in nine cities and produces booklets to help parents with their children's education.

1112 16th Street NW
Suite 340
Washington, DC 20036
202/835-3600

Association for Community Based Education

1805 Florida Avenue NW
Washington, DC 20009
202/462-6333

Association for Supervision and Curriculum Development

1250 N. Pitt Street
Alexandria, VA 22314
703/549-9110

The Barbara Bush Foundation for Family Literacy

1002 Wisconsin Avenue NW
Washington, DC 20007
202/338-2006

The Bureau for At-Risk Youth

645 New York Avenue
Huntington, NY 11743
516/673-4584

Center on Families, Communities, Schools, & Children's Learning

Puts out many publications, reprints, videos, coaching manuals, surveys and TIPS materials.

3505 N. Charles Street
Baltimore, MD 21218
410/516-8808

Center for the Improvement of Child Care (CICC)

Provides and facilitates parenting classes and seminars, training leadership conferences, and instructor training workshops.

11331 Ventura Blvd., Suite 103
Studio City, CA 91604
818/980-0903

Center for Research on Elementary and Middle Schools: School and Family Connections Project

The Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
301/338-7570

Citizens Education Center
Parent Leadership Training Project

105 S. Main Street
Seattle, WA 98104
206/624-9955
Contact: Mary Louise Alving,
Program Coordinator

Committee for Children

2203 Airport Way S., Suite 500
Seattle, WA 98134
800/634-4449

Conflict Management Consultants

3825 NW Hayes
Corvallis, OR 97330
503/753-5190

Council for Educational Development and Research

Association members are educational research and development institutions that create programs and materials, including info on parent involvement for educators and parents.

1201 16th Street NW
Washington, DC 20036
202/223-1593
Program Contact: Diane Schwartz

Education Press Association

Bozorth Hall
Glassboro State College
Glassboro, NJ 08028
609/863-7349

ERIC Clearinghouse on Educational Management

University of Oregon
1787 Agate Street
Eugene, OR 97403

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois/College of Ed.
805 W. Pennsylvania Avenue
Urbana, IL 61801-4897
217/333-1386

ERIC Clearinghouse on Information Resources

U.S. Department of Education/OERI
555 New Jersey Avenue NW
Washington, DC 20208-5720
800/USE-ERIC

ERIC Clearinghouse for Urban Education

Columbia University
Institute for Urban and Minority
Education
303 Main Hall, Box 40
525 W. 120th Street
New York, NY 10027
800/601-4868
212/678-3433

Effectiveness Training International

531 Stevens Avenue
Solana Beach, CA 92075
619/481-8121

Family Centers of America

Offers multiple session classes and one- or half-day seminars providing parents with family leadership skills.

2615 Pacific Coast Highway
Suite 120
Hermosa Beach, CA 90254
310/374-5198

Hispanic Policy Development Project

This nonprofit organization encourages the analysis of public and private policies and policy proposals affecting Hispanics in the U.S. After conducting a nationwide grant program, it produced a publication highlighting strategies for working with Latino parents.

250 Park Avenue S, Suite 5000A
New York, NY 10003
Contact: Carmen L. Ramos
and
1001 Connecticut Ave NW, Suite 310
Washington, DC 20036
202/822-8414
Contact: Ray Valdivieso

Home and School Institute, Inc.

For more than two decades, HIS has developed practical self-help programs to unite the educational resources of the home, school, and community. HIS is currently presenting seminars nationally to train parent workshop leaders.

Special Projects Office
1201 16th Street, NW
Washington, DC 20036
202/466-3633
Contact: Dorothy Rich

Information Clearinghouse on Service Integration

Nat'l. Center for Children in Poverty
154 Haven Avenue
New York, NY 10032
212/927-8793

Institute for Educational Leadership, Inc.

1001 Connecticut Avenue NW
Washington, DC 20036
202/822-8405

Institute for Responsive Education

This national research and advocacy organization studies and helps them become more responsive to citizen and parent involvement and concerns. IRE publishes *Equity and Choice* and various reports and is principle contact for the new National Center on Families.

605 Commonwealth Avenue
Boston, MA 02215
617/353-3309
Contacts: Don Davies, Owen Heleen

International Reading Association (IRA)

Works with parents, researchers, and educators to improve reading instruction and increase literacy. IRA also offers info on how to develop lifelong reading habits with their children.

800 Barksdale Road
P.O. Box 8139
Newark, DE 19714
Contact: Patricia Dubois

Kid Wise Institute

701 Carlston Avenue
Oakland, CA 94610
510/444-6534

Los Angeles Parent Institute for Quality Education

Helps bring schools and parents together as partners in educating their children.

3370 San Fernando Road, Unit 105
Los Angeles, CA 90065
213/255-2575

Mexican American Legal Defense and Educational Fund (MALDEF)

This civil rights organization conducts a Parent Leadership Program for Promoting the participation of Latino parents as leaders at their children's schools. The program involves a twelve-week course, including parent-teacher conferences and meetings with school district officials.

634 S. Spring Street, 11th Floor
Los Angeles, CA 90014
213/629-2512
Contact: Luisa Perez-Ortega

National Association for the Education of Young Children (NAEYC)

NAEYC offers a variety of resources for educators on all aspects of child development and early childhood education, including parent involvement. A free catalog is available.

1834 Connecticut Avenue NW
Washington, DC 20009
202/232-8777
Contact: Pat Spahr

National Association of Elementary School Principals

1615 Duke Street
Alexandria, VA 22314
703/684-3345

BEST COPY AVAILABLE

National Association of Partners in Education

This organization helps individuals and groups start and manage school volunteer programs and business-education partnerships.

601 Wythe Street, Suite 200
Alexandria, VA 22314
Contact: Daniel W. Merenda, Executive Director

National Association of Secondary School Principals

1904 Association Drive
Reston, VA 22091
703/860-0200

National Black Child Development Institute

This organization provides direct services and conducts advocacy campaigns to improve the quality of life for black children and youth. Family and early childhood education are emphasized, and speakers and publications are available.

1463 Rhode Island Avenue NW
Washington, DC 20005
202/387-1281
Contact: Sherry Dean

National Coalition for Parent Involvement in Education (NCPIE)

This organization, composed of more than twenty-five national education and community life associations, is dedicated to developing effective family and school partnerships. To receive a free brochure, *Developing Family/School Partnerships*, other information about NCPIE, and additional parent involvement resources, send a stamped (45¢), self-addressed, business-sized envelope to:

NCPIE
Box 39
1201 16th Street NW
Washington, DC 20036
703/684-3345

National Coalition of Title I/Chapter 1 Parents (National Parent Center)

This organization provides a voice for Chapter 1 parents at the federal, regional, state, and local levels. The Coalition publishes a newsletter, provides training, and sponsors conferences.

1314 14th Street NW
Washington, DC 20005
202/483-8822

National Committee for Citizens in Education

This organization has many publications for parents and also provides free info and help for parents with school problems. Request a free bookmark with information on parent involvement in the middle school.

10840 Little Patuxent Pkwy, Suite 301
Columbia, MD 21044
301/997-9300
800/NETWORK

National Community Education Association

3929 Old Lee Highway, Suite 91-A
Fairfax, VA 22030
703/359-8973

National Congress of Parents and Teachers (PTA)

700 N. Rush Street
Chicago, IL 60611
312/787-0977

National Council of La Raza (NCLR)

This research and advocacy organization works on behalf of the Hispanic population and provides technical assistance to community-based organizations. NCLR's Project EXCEL is a national education demonstration project which includes tutoring services and parental education.

20 F Street NW
Washington, DC 20001
202/628-9600
Contact: Lori Orum

National Education Association (NEA)

1201 16th Street NW
Washington, DC 20036

National Information Center for Children and Youth with Handicaps (NICHCY)

This organization provides free info to assist parents, educators, caregivers, advocates, and others in helping children and youth with disabilities. NICHCY provides information on local, state, and national disability groups for parents and professionals and maintains databases with current information on disability topics. Publications include *News Digest* and *Parent Guides*.

P.O. Box 1492
Washington, DC 20013
800/999-5599

National Parenting Instructors Association

Members receive many benefits, including a membership certification, reduced enrollment fees on workshops, discount on training curricula, parenting newsletters, and more.

Center for the Improvement of Child Caring
11331 Ventura Blvd., Suite 103
Studio City, CA 91604-3147
800/325-2422

National School Boards Association

1680 Duke Street
Alexandria, VA 22314
703/838-6722

National School Public Relations Association

1501 Lee Highway, Suite 201
Arlington, VA 22209
703/528-5840
Contact: Joseph J. Scherer, Executive Director

National School Safety Center (NSSC)

Publishes *School Safety Update* six times a year to communicate current trends and effective programs in school safety. For an annual subscription, contact:

NSSC School Safety News Service
4165 Thousand Oaks Blvd., Suite 290
Westlake Village, CA 91362
805/373-9977

National School Volunteer Program (NSVP)

701 N Fairfax Street, #320
Alexandria, VA 22314
703/836-4880

Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

330 C Street SW
Washington, DC 20202

Parenting Insights

16625 Redmond Way, Suite M-12
Redmond, WA 98052-4499
206/485-9679

Parent Institute for Quality Education, Southern California Edison

1190 Durfee Avenue, Suite 200
South El Monte, CA 91733
818/302-0247

Parent Involvement Center

Chapter 1 Technical Assistance Ctr
RMC Research Corporation
400 Lafayette Road
Hampton, NH 03842
603/926-8888
Contact: Diane A. D'Angelo

Parent Involvement in Education Program

San Diego County Office of Education
℅ Janet Chrispeels
6401 Linda Vista Road, Room 407
San Diego, CA 92111-7399
619/292-3500

Parent Outreach Project

2805 E 10th Street, Suite 150
Bloomington, IN 47408-2698
812/855-5847

Parent-Teacher Associations

Offers many resources and materials that can be used at home and at school to support children's learning. For a free list of publications contact your local PTA or send a stamped, self-addressed, business-sized envelope to:

Publications List, National PTA
Department D
700 N Rush Street
Chicago, IL 60611-2571

Parents as Teachers National Center (PAT)

PAT encourages parents to think of themselves as their children's first and most influential teachers. It provides info and training to parents, supports public policy initiatives, and offers parent educator certification.

University of Missouri/St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499
314/553-5738
Contact: Claire Eldredge

Parent Training and Information Centers and Technical Assistance to Parent Projects

The Office of Special Education Programs supports a network of sixty parent Training and Information Centers to enable parents to participate more effectively with professionals in meeting the educational needs of children. Technical Assistance to Parents Projects provides technical assistance and coordination to the sixty PTIs and to developing minority programs in urban and rural locations.

95 Berkeley Street, Suite 104
Boston, MA 02116
617/482-2915
Contact: Martha Ziegler

Parents in Touch and Methods for Achieving Parent Partnerships (MAPP)

Indianapolis Public Schools
901 N. Carrollton
Indianapolis, IN 40202
317/266-4134
800/323-MAPP

Southwest Educational Development Laboratory

211 E. 7th Street
Austin, TX 78701
512/476-6861
Contact: David Williams

Stanford Center for the Study of Families, Children, and Youth

Building 460, Room 150
Stanford University
Stanford, CA 94305
415/723-1706
Contact: Sanford M. Dornbusch

Texas Education Agency

Division of Program Planning
1701 N Congress Avenue
Austin, TX 78701
512/463-9512

Youth Policy Institute

1221 Massachusetts Ave NW, Suite B
Washington, DC 20002
202/638-2144

■ Federal Agencies

Department of Health and Human Services

Office of Human Development Services
200 Independence Avenue SW
Washington, DC 20201

- Administrations for Children, Youth, and Families: 202/447-2018

Department of Agriculture Extension Service

3443 South Building
Washington, DC 20025

- Human Development and Family Relations: 202/447-2018

Department of Education

400 Maryland Avenue SW
Washington, DC 20202

- Office of Educational Research and Improvement: 202/219-2050
- Center on Families, Communities, Schools, and Children's Learning: 617/353-3309
- National Research Center on Education in the Inner Cities: 215/787-3001
- Southwest Educational Development Laboratory: 512/476-6861
- Compensatory Education Programs, Office of Elementary and Secondary Education: 202/401-1682
- Office of Bilingual Education and Minority Languages Affairs: 202/732-5063
- White House Initiative on Hispanic Education: 202/401-3008

■ Parent Training Materials

The Bowdoin Method of Parent Education

Strengthening America's families for the intellectual, emotional and social development of their children.

Webster's International, Inc.
5729 Cloverland Place
Brentwood, TN 37027
800/PARNT-ED

Confident Parenting: Survival Skills Training Program

The Center for the Improvement of Child Caring (CICC)
11331 Ventura Blvd., Suite 103
Studio City, CA 91604-3147
818/980-0903

Developing Family/School Partnerships: Guidelines for Schools and School Districts

National Committee for Citizens in Education (NCCE), 1988
Eight panels focusing on six kinds of involvement: 1) the home environment; 2) school-based services; 3) learning activities; 4) parent assistance at the school; 5) parents as advocates; 6) two-way school/parent communication. Available for 25¢ each from NCCE.

NCCE
10840 Little Patuxent Pkwy, Suite 301
Columbia, MD 21044
301/997-9300

Effective Black Parenting Program

The Center for the Improvement of Child Caring (CICC)
11331 Ventura Blvd., Suite 103
Studio City, CA 91604
818/980-0903

Laying the Foundations: A Parent-Child Literacy Training Kit

Push Literacy Action Now (PLAN)
Kit with guidelines on developing parent-child reading curriculum, using community resources, and supporting parent involvement. Includes the books *Like Parent, Like Child; Read to Me* (with cassette tape); *Learning and Reading Tips for Parents;* and *All About ME.* Available for $24.95 from:

PLAN, Inc.
1332 G Street SE
Washington, DC 20003
202/547-8903

Los Niños Bien Educados Program

The Center for the Improvement of Child Caring (CICC)
11331 Ventura Blvd., Suite 103
Studio City, CA 91604
818/980-0903

The National PTA Talks to Parents: How to Get the Best Education for Your Child

M.J. Cutright. Doubleday Books: New York, 1989.

National School Pubic Relations Association (NSPRA)

Four parents' guides booklets: *First Day; Helping Your Child Learn; Standardized, Aptitude and Achievement Testing;* and *A Parent-Teacher Conference*. Available in English and in Spanish from:

NSPRA, Dept. A
1501 Lee Highway, Suite 201
Arlington, VA 22209
703/528-5840

Oweridos Padres: La Escuela es Nusetra Tambien
[Dear Parents: It's Our School Too]

Hispanic Policy Development Project, 1990
Guide to help acquaint recently migrated Hispanic parents with ways to become involved in their children's education in the U.S. Available in combination with *Together Is Better: Building Strong Partnerships Between Schools and Hispanic Parents* for $9.00.

Hispanic Policy Development Project
250 Park Avenue South, Suite 5000A
New York, NY 10003
212/529-9323

Parental Involvement/Staff Development

Dorothy Rich's *Families & Schools Teaming for Success* video workshop teaches how to create and maintain strong partnerships that connect homes, schools, and communities. An additional facilitator's guide is also available.

Agency for Instructional Technology
Customer Service Department
Box A
Bloomington, IN 47402-0120
800/457-4509

Parent Involvement Kit

National Committee for Citizens in Education (NCCE)
Starter kit, includes reproducible fact sheets, pocket references, reprints of six articles, two flyers, and two bibliographies. Item NC9047 available for $10.00.

NCCE
10840 Little Patuxent Pkwy, Suite 301
Columbia, MD 21044
301/997-9300

The Parent Training Survival Kit

What every parenting instructor should know. Provides step-by-step ideas, tools, and strategies in a convenient album, six audio tapes, and a worksheet booklet. Topics include successful marketing strategies, community-wide parenting projects, the job of parenting, and more.

Center for the Improvement of Child Caring
11331 Ventura Blvd., Suite 103
Studio City, CA 91604-1054
800/325-2422

Parents and Children Together

Parent Outreach Project, 1990
New audio journal from the ERIC Clearinghouse on Reading and Communication Skills. A monthly magazine with accompanying audiocassette. Encourages parents to read and write with their children, speak and listen to them, develop their own literacy skills, and strengthen communication in family relationships. Available with or without the cassette for $6.00 per month or $60.00 per year from:

Parent Outreach Project (POP)
2805 E 10th Street, Suite 150
Bloomington, IN 47408-2698
812/855-5847

Parents On Board

A multi-model presentation including videos, lectures, discussions and experimental activities to help make parents become part of their child's school and learning experience.

Active Parenting Publishers
810 Franklin Court, Suite B
Marietta, GA 30067
800/825-0060

Parents Organizing to Improve Schools

National Committee for Citizens in Education (NCCE), 1985
A sixty-page booklet guide to organizing parent groups that make a difference. Available for $3.50 from NCCE.

NCCE
10840 Little Patuxent Pkwy, Suite 301
Columbia, MD 21044
301/997-9300

Raising Children to Achieve: A Guide for Motivating Success in School and in Life

E.W. Johnson. New York: Walker Publishing, 1984.

Realizing the Dream

An easy-to-use kit containing parent guides, student guides, a video, and a leader's guide. Together they help your school work with parents in guiding teenagers through the process of making wise educational and career decisions.

ACT Educational Services, Div. 11PK
P.O. Box 168
Iowa City, IA 52243-0168
319/337-1379

Schools and Communities Together: A Guide to Parent Involvement

K.R. Wiikeliend. Portland, OR: Northwest Regional Educational Lab, 1990.

Northwest Regional Educational Lab
101 SW Main, Suite 500
Portland, OR 97204
503/275-9500

Second Step – Violence Prevention Curriculum

Committee for Children
800/634-4449

STEP/Teen

Build positive parent-teen relationships through effective, easy-to-use parenting skills and open communication.

AGS
4201 Woodland Road
Circle Pines, MN 55014
800/328-2560

Teaching Children Responsibility

L. Eyre & R. Eyre. New York: Ballantine Books, 1984.

A Tool Kit for Parent Involvement: Helping Parents Help Their Kids

National School Public Relations Association (NSPRA), 1988
Very useful kit of materials includes an eight-page resource booklet; *Models, Research and Resources* packet with sample survey and checklist forms and program examples; and a *Tool Kit for Parent Involvement* with "tip sheets" and brochures to duplicate for parents. All materials are offered "camera ready" and are reproducible. Available for $55.00 from:

NSPRA, Dept. H
1501 Lee Highway, Suite 201
Arlington, VA 22209
703/528-5840

■ Publishers

ABC's of Parenting

136 Ridgeland Circle
Wallingford, CT 06492
203/269-1946

Active Parenting Publishers

810 Franklin Court, Suite B
Marietta, GA 30067
404/429-0565

Parenting Press

11065 5th Avenue NE, Suite F
Seattle, WA 98125
206/364-2900

The Parenting Process

520 Washington Blvd., Suite 556
Marina Del Rey, CA 90292
310/823-4703

Webster's International, Inc.

5729 Cloverland Place
Brentwood, TN 37027
615/373-1723

■ Resources

Beyond the Bake Sale: An Educator's Guide to Working with Parents

A.T. Henderson, C.L. Marburger, & T. Ooms. Columbia, MD: National Committee for Citizens in Education, 1988.

Communication with Culturally Diverse Parents of Exceptional Children

ERIC Clearinghouse on Handicapped and Gifted Children. Reston, VA: Council for Exceptional Children, 1991.

Communicating with Parents

J. Chrispeels, M. Boruta, & M. Daughtery. San Diego: San Diego County Office, 1988.

The Do's and Don't's of Parent Involvement

How to build a positive school-home partnership by Catherine McLaughlin.
Innerchoice Publishing
P.O. Box 2476
Spring Valley, CA 91979-0300
619/698-2437

International Reading Association "News for Parents"

Column appears six times a year in *Reading Today*, the members' newspaper of the International Reading Association. Available from:
International Reading Association
Order Department
800 Barksdale Road
P.O. Box 81390
Newark, DE 19714-8139

The National Parenting Center

A unique book that grows with your child. Tells you when, how and what skills your child will develop.
Bio-Alpha, Inc.
P.O. Box 7190
Fairfax Station, VA 22039-7190
703/323-6142

Network for Public Schools

National Committee for Citizens in Education (NCCE)
A twenty-four-page magazine issued six times during the school year, provides articles on key educational issues, plus recommended reading, and catalog of many other useful NCCE publication, including several in Spanish. Available for $12.00 per year from:
NCCE
10840 Little Patuxent Pkwy, Suite 301
Columbia, MD 21044
301/997-9300

A New Generation of Evidence: The Family is Critical to Student Achievement

A. Henderson & N. Berler (eds.) National Committee for Citizens in Education, 1994. Available from:
Center for Law and Education
1875 Connecticut Avenue NW,
Suite 510
Washington, DC 20009

Parent Training Today

A comprehensive new book that clarifies the roles contemporary parent training programs play in issues plaguing the family and society as a whole.

CICC
11331 Ventura Blvd., Suite 103
Studio City, CA 91604-1054
800/325-2422

Parenting Insights

A publication for parents of seven to fourteen year olds. Subscriptions available in both English and Spanish.

2373 NW 185th, Suite 506
Hillsboro, OR 97124
800/790-7889

Publications for Parents

Lists the U.S. Department of Education's booklets on learning activities for parents. Request publication #PIP 91-920.

OERI, Department of EIB
555 New Jersey Avenue NW
Washington, DC 20208-5641

School Safety Update

National Safety Center newsletters that provide effective programs in school safety. Topics available: "An Important Message To Parents: Schools Need You," and "To See or Not to See: The Childhood TV Viewing Dilemma."

NSSC School Safety News Service
4165 Thousand Oaks Blvd., Suite 290
Westlake Village, CA 91362
805/373-9977

STAR (Straight Talk About Risks)

A pre-K–12 curriculum that teaches students about decision making, conflict management and other skills necessary to help them react properly if they encounter a gun.

Center to Prevent Handgun Violence
1225 Eye Street NW, Suite 1100
Washington, DC 20005
202/289-7319

Teachers and Parents: An Adult-to-Adult Approach

D. Rich. Washington, DC: National Education Association, 1987.

■ Seminars & Workshops

MELD

A powerful tool for families that instills confidence and the competence they need to become successful.

173 N. Third Street, Suite 507
Minneapolis, MN 55401-1664

The Parenting Process

520 Washington Blvd., Suite 556
Marina Del Rey, CA 90292
800/598-3280

■ Special Education

All Systems Failure

A guide on the results of neglecting the needs of children with serious emotional disturbances.

National Mental Health Association
1021 Prince Street
Alexandria, VA 22314-2971

Finding Help – Finding Hope

A guidebook to school services for families with a child who has emotional, behavioral, or mental disorders.

Federation of Families for
Children's Mental Health
1021 Prince Street
Alexandria, VA 22314-2971

National Information Center for Children and Youth with Disabilities

Provides newsletters for parents and other subscribers.

NICHCY
P.O. Box 1492
Washington, DC 20013-1492
800/999-5599

A Parent's Guide

Special education and related services.
NICHCY
P.O. Box 1492
Washington, DC 20013-1492
800/999-5599

A Reader's Guide

For parents of children with mental, physical, or emotional disabilities.
U.S. Department of Health, Education, and Welfare
Public Health Service
Health Services Administration
Bureau of Community Health Services
Rockville, MD 20857

Rights and Responsibilities of Parents of Children with Disabilities: ERIC Clearinghouse on Disabilities and Gifted Education

The Council of Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
703/264-9474
800/324-0272

U.S. Department of Education

Offers various books for parents.

- *Helping Your Child Learn Science*
  Single copies: CIC, 145B, $3.25;
  Bulk: GPO, #065-000-00520-4, $36.00 for 50 copies
- *Cómo Ayudar a Sus Hijos a Apreder Ciencia*
  OERI, single copies free
- *Growing Up Drug Free*
  CIC, 507B, free
- *Helping Your Baby Learn to Talk*
  OERI, #OR 94-3046, single copies free
- *Helping Your Child Be Healthy & Fit*
  CIC, 308B, 50¢
- *Helping Your Child Get Ready for School*
  CIC, 309B, 50¢
- *Helping Your Child Learn Geography*
  CIC, 310B, 50¢
- *Helping Your Child Learn History*
  CIC, 311B, 50¢
- *Helping Your Child Learn Math*
  CIC, 312B, 50¢
- *Helping Your Child Learn Responsible Behavior*
  CIC, 313B, 50¢
- *Helping Your Child Learn to Read*
  CIC, 314B, 50¢
- *Helping Your Child Succeed in School*
  CIC, 315B, 50¢
- *Helping Your Child Use the Library*
  CIC, 392B, 50¢
- *Cómo Ayudar a Sus Hijos a Usar la Biblioteca*
  OERI, #LP 92-4789, free
- *Strong Families, Strong Schools*
  800/USA-LEARN, free
- *You Can Help Your Young Child Learn Math*
  CIC, 393B, 50¢
- *Usted Puede a Ayudar a Sus Hijos a Aprender Matemáticas*
  OERI, #OAS 93-6015, free

To order from GPO, send to:

New Orders
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15237

To order from CIC, send to:

R. Woods
Consumer Information Center
Pueblo, Colorado 81009

To order from OERI, write:

Office of Educational Research & Improvement
555 New Jersey Avenue NW
Washington, DC 20208-5641

Appendix: The Federal Initiative

The U.S. Department of Education, Office of Special Education Programs (OSEP), established three cooperative agreements under a program competition called "Dropout Prevention and Intervention Programs for Junior High School Students in Special Education." The programs were to focus on youth with learning and emotional/behavioral disabilities, with priority given to programs using a collaborative approach across spheres of influence – home, school, and community. Projects were funded from 1990 to 1995 to develop, refine, and evaluate dropout prevention and intervention strategies. This publication is one of a series of five collaboratively developed products.

■ ALAS

ALAS stands for "Achievement for Latinos through Academic Success" and means "wings" in Spanish. The ALAS program focused on adolescents and their families, school, and community. ALAS was founded on the premise that the youth and their contexts of influence must be addressed simultaneously if dropout prevention efforts are to be successful. Assumptions central to the model are that each context needs individual reform to increase its positive influence on youth, and that barriers to communication and coherence between contexts must be bridged.

■ Belief Academy

Belief Academy consisted of five major components: program stability over time; intensive academic and behavioral intervention in grades seven and eight; family case management services; social support to students; and program options and ongoing support at the high school level. The Academy was based on several assumptions relating to students' skills in reading and math: the need for intensive instructional procedures with culturally relevant instruction; the needs of family or out-of-school activities that interfere with student progress; students' affiliation with the school program; the self-esteem and confidence of individual students; and the need for students and their families to constantly focus on and plan for post high school goals, in conjunction with a long-term support program that provides viable options for the goals to be achieved.

■ Check & Connect

Check & Connect/Partnership for School Success addressed the interacting systems of family, school, and community. The "Check" involves continuous assessment of student levels of engagement with school, by monitoring daily incidences of tardiness, absences, behavior referrals, suspensions, failing grades, and mobility. The "Connect" involves both monthly core connect strategies, and the addition of supplemental interventions when youth engaged in risk behaviors. This project is based on four assumptions: solving the dropout problem will require a multicomponent effort of home, school, community, and youth; leaving school prior to graduation is not an instantaneous event; students must be empowered to take control of their own behavior; and schools must be designed to reach out to families in partnership with the community.

Endnotes

1 See the appendix on page 42 for a description of the ABC Projects.

2 Edelman, M.W. (1994). *United we stand: A common vision.* Opening address at the Federation of Families for Children's Mental Health Sixth Annual Meeting, Washington, DC. (November).

3 US Department of Education. (1994). *The condition of education.* Washington, DC: US Government Printing Office.

4 Hodgkinson, H. (1992). *A demographic look at tomorrow.* Washington, DC: Center for Demographic Policy, Institute for Educational Leadership.

Natriello, G., McDill, E.L., & Pallas, A.M. (1990). *Schooling disadvantaged children: Racing against catastrophe.* New York: Teachers College Press.

5 Tugend, A. (1985). Half of Chicago students drop out, study finds. *Education Week,* March 6, p. 10.

6 Foley, E., & Crull, P. (1984). *Educating the at-risk adolescent.* New York: Public Education Association.

7 Hammack, F.M. (1986). Large school systems' dropout reports: An analysis of definitions, procedures, and findings. *Teachers College Record,* 87 (3), 324–341.

8 Rumberger, R.W. (1987). High school dropouts: A review of issues and evidence. *Review of Educational Research,* 57 (2), 101–121.

Stern, D., Paik, I,. Catterall, J.S., & Nakata, Y. (1989). Labor market experience of teenagers with and without high school diplomas. *Economics of Education Review,* 8, 233–246.

9 Catterall, J.S. (1987). On the social costs of dropping out of school. *High School Journal,* 71 (November), 19–30.

10 US Bureau of the Census (1990). *School enrollment – Social and economic characteristics of students: October 1988 and 1987.* Washington, DC: US Government Printing Office.

11 US Department of Education. (1995). *Digest of education statistics.* Washington, DC: US Government Printing Office.

12 National Center for Children in Poverty. *Five million children: 1992 update.* New York: Columbia University School of Public Health.

13 Institute of Medicine. (1989). *Research on children and adolescents with mental, behavioral, and developmental disorders: Mobilizing a national initiative.* Washington, DC: National Academy Press.

14 National Center for Children in Poverty. *Five million children: A statistical profile of our poorest young citizens.* New York: Columbia School of Public Health.

15 Johnson, C., Sum, A.M., & Weill, J.D. (1992). *Vanishing dreams: The economic plight of America's young families.* Children's Defense Center for Labor Market Studies: Washington, DC.

16 Ibid.

17 Garbarino, J., & Sherman, D. (1980). High-risk neighborhoods and high-risk families: The human ecology of child maltreatment. *Child Development* 51,188–198.

18 Johnson, C., et al., *op. cit.*

19 National Research Council. (1993). *Losing generations: Adolescents in high-risk settings*. Washington, DC: Commission on Behavioral and Social Sciences and Education, National Academy Press.

20 Bureau of the Census. (1992). *Poverty in the United States: 1991. Current population reports*, Series P-60, NO. 181. Washington, DC: US Department of Commerce.

21 Reiss, A.J., Jr., & Roth, J.A., eds. (1993). *Understanding and preventing violence*. Panel on the Understanding and Control of Violent Behavior, Committee on Law and Justice, National Research Council. Washington, DC: National Academy Press.

22 Ekstrom, R.B., Goertz, M.E., Pollack, J.M., & Rock, D.A. (1986). Who drops out of high school and why? Findings from a national study. *Teachers College Record*, 87 (3), 356–373.

Rumberger, R.W. (1983). Dropping out of high school: The influence of race, sex, and family background. *American Educational Research Journal*, 20 (2), M 199–220.

23 Bureau of the Census. (1991). *Household and family characteristics. Current population reports*, Series P-20, NO. 458. Washington, DC: US Department of Commerce.

24 Institute of Medicine, *op. cit.*

25 Astone, N.M., & McLanahan, S.S. (1991). Family structure, parental practices and high school completion. *American Sociological Review*, 56, 309–320

Dornbusch, S.M., Ritter, P.L., Leierman, P.H., Roberts, D.F., & Fraleigh, M.J. (1988), The relation of parenting style to adolescent school performance. *Child Development*, 58, 1244–1257.

Ekstrom, R.B., *op. cit.*

Houser, R.M. & Phang, H.S. (1992) *Trends in high school dropout among white, black, and hispanic youth, 1973 to 1989*. Madison: Institute for Research on Poverty, University of Wisconsin.

Dornbusch, S.M., Carlsmith, J.M., Bushwall, S.J., Ritter, P.L., Liederman, H., Hastorf, A.H., & Gross, R.T. (1985). Single parents, extended household, and the control of adolescents. *Child Development*, 56, 326–341.

26 National Research Council, *op. cit.*

27 Jargowsky, P., & Bane, M.J. (1990). Ghetto poverty in the United States, 1970–1980. Pp. 235–273 in C. Jencks & P.E. Peterson, eds. *The urban underclass*. Washington, DC: The Brookings Institute.

28 Jencks, C., & Peterson, P.E., eds. (1990). *The urban underclass*. Washington, DC: The Brookings Institute.

29 Johnson, C., *op. cit.*

30 Osgood, D.W. (1989). *Covariation of risk behaviors during adolescence*. Background paper of the US Office of Technology Assessment Study on Adolescent Health, US Congress.

31 US Bureau of the Census, *op. cit.*

32 Office of Educational Research and Improvement. (1991). *Youth indicators 1991: Trends on the well-being of American youth*. Washington, DC: US Department of Education.

33 Irwin, C. (1986). Why adolescent medicine? *Journal of Adolescent Health Care* 7. (suppl): 2S–12S.

Institute of Medicine, *op. cit.*

34 Wilson, W.J. (1987). *The truly disadvantaged: The inner city, the underclass, and public policy.* Chicago; University of Chicago Press.

35 Annie E. Casey Foundation. (1993). *Kids count data book.* Washington, DC: Center for the Study of Social Policy.

36 Mayer, S.E. (1991). *The effect of school and neighborhood social mix on adolescents' transition to adulthood.* Commissioned paper prepared for the Panel on High-Risk Youth, Commission on Behavioral and Social Sciences and Education, National Research Council, Washington, DC.

37 Kozol, J. (1991). *Savage inequalities: Children in America's schools.* New York: Crown.

38 Ibid.

39 Edelman, M.W., *op. cit.*

ABC Dropout Prevention & Intervention Series Publications

- *PACT Manual: Parent and Community Teams for School Success*
- *Relationship Building & Affiliation Activities in School-Based Dropout Prevention Programs*
- *Staying in School: Strategies for Middle School Students with Learning & Emotional Disabilities*
- *Staying in School: A Technical Report of Three Dropout Prevention Projects for middle School Students with Learning and Emotional Disabilities*
- *Tip the Balance: Practices & Policies That Influence School Engagement for Youth at High Risk for Dropping Out*